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I would like to hear Prof. JOYNES make some remarks on the subject.

Prof. JOYNES answered :—

I have nothing to say and that being the case I think it best to say nothing, except to express my great pleasure and interest in the paper which has been read.

President FORTIER then resumed the Chair and Mr. E. H. BABBITT, of New York, read a paper entitled

9. *How to use Modern Languages as a Means of Mental Discipline.*

Prof. A. R. HOHLFIELD (Vanderbilt) opened the discussion on this paper as follows :—

It is with a feeling of diffidence that I rise to open this discussion. Unfortunately I was not able to look over Mr. BABBITT's paper before this morning. The subject of the paper, it is true, is to a certain degree familiar to all of us, yet I have always felt that it is much more difficult to talk, that is, to say something useful about general methods and theories, than it is to speak about single facts. For the former always presupposes a full acquaintance with the latter, as our theories ought not to be the result of mere abstract reasoning, but the natural outcome of a long experience. And as there are here assembled a great many Modern Language teachers whose experience is by far greater than mine, I cannot help feeling that they could say something more suggestive and useful in this discussion than I; and I heartily trust that they will do so after I have made a few further remarks, for I do think that the subject chosen by Mr. BABBITT is an exceedingly important one to all who are engaged in the teaching of Modern Languages, and one which is interesting at the present time, when Modern Languages are so often compared with the Ancient Languages, in regard to the amount of linguistic discipline and mental training which may be derived from the study of them. For this reason I should have liked to see Mr. BABBITT give us his opinion on some points more fully.

Linguistic discipline and mental training, it seems to me, are not the only, or even the chief ends of all our modern language teaching, though it may be so with regard to most of such teaching done in this country. I should like to distinguish between three kinds of Modern Language work. First, there are courses of instruction that aim at giving students, especially those of the classics or sciences, a reading knowledge of the languages, so as to enable them to use these languages as a means for original research in their respective lines. Then there are courses of strictly professional work, which we generally

call "post graduate work," intended for specialists and those who wish to become teachers of Modern Languages. The third we usually call the regular college course in Modern Languages, no matter whether instruction be given entirely in college, or partly in the preparatory schools. It seems to me that most of the statements and remarks of Mr. BABBITT refer to this third class of modern language work. This limitation being made, I can say that I agree with Mr. BABBITT on most of the points that he emphasizes as being of great importance. I agree with him in considering the translation work as the principal part of all the modern language work. By translation work, I mean of course the translation from the foreign into the student's own language. Only I should have liked to see the study of the grammar emphasized somewhat more than Mr. BABBITT has done. I do not think that grammar ought to be studied simply just so far as it is absolutely necessary to enable students to translate, without guessing, modern-language texts into their own language; but I believe that a student ought to get deep enough into the study of systematic grammar to become capable of appreciating even the finer points of systematic construction. I also agree fully with Mr. BABBITT with regard to what he says about the *kind* of translation we ought to require from our students. That point was brought out last night by Prof. MATZKE. A translation ought to be correct with regard to the language from which it is translated, as well as that into which we translate; that is, it ought to be accurate and idiomatic, and I think that this cannot be emphasized too strongly.

I should like, in closing these remarks, to touch upon two points with reference to which I wish Mr. BABBITT would give us a little more information. The first is, as to what extent he considers the practice in pronunciation necessary, or at least desirable in the study of a foreign language. I only mention this point, because I think that Mr. BABBITT hardly touched on it at all. The next is in regard to what kind of text-books we should use. One might infer that Mr. BABBITT considers it desirable to read, on the whole, easy texts, and as quickly as this can be done thoroughly. I should, therefore, like to ask him whether he thinks it preferable, in general, to use comparatively easy texts and read them rapidly, or to use just as difficult and advanced works as we can expect our students to master, though this could only be done with some sacrifice of pace.

Mr. BABBITT said:—

With regard to the question of pronunciation, I think that all practical teachers of modern languages of experience have come to the conclusion that it is impossible to get American boys to pronounce a foreign language with sufficient approximation to correctness to warrant their spending much time upon it. The pronunciation of a language is a part of the art of speaking it, and its value will depend upon the circumstances in which the pupils are studying it and upon

the use to which they can put it. For the average American citizen, the mere pronunciation and fluency in speaking are rather an accomplishment than a serious study. If a person is going abroad it is useful for him to speak the language of the country to which he goes, but he will learn more in six weeks in a foreign country than he will in six years at home. So we leave the pronunciation question largely to such young ladies' boarding schools and other places where it is sometimes regarded more or less in the light of a mere accomplishment.

As to the matter of text-books, I would have pupils read texts that are within their powers, but not so far behind their powers as to make the work too easy for them. As I have said before, a man who has undertaken to teach a class of students must feel the mental pulse of his class all the time in order that he may know what it is doing and be able to give it work suited to its powers. The kinds of text to be used, therefore, may vary a good deal and the teacher himself may vary the instruction, giving more difficult work in one class than another.

Prof. VAN DAELL (Boston) said:—

I wish to protest against the general admission of the points mentioned. More attention should be given to the pronunciation. The basis of every language is an oral and not a written basis, therefore it is necessary that the student should understand the pronunciation of language, and without this it would become well-nigh impossible to get a serious foundation for the scientific study of the language. Phonetics ought to receive consideration from the beginning although they cannot be taught by elementary teachers. It is not alone the reasoning faculties that are to be benefited in the study of languages. This study has an æsthetic and a sympathetic scope. We ought to be brought into contact not only with the intellectual development of a nation but also to learn its history, its manners, its morals, and to learn not only of its intelligence but of its heart, the latter study being perhaps just as important a matter as that of its intelligence.

Prof. ADOLPH GERBER (Earlham College) said:—

I don't know whether I agree perfectly with Mr. BABBITT in the whole round of college work. I agree with him as far as the first years are concerned, inasmuch as I think a grammatical translation is the main aim of our instruction during the first and second years. I believe in reading difficult texts accurately and for the students to do a good deal of outside reading and private reading in easy authors. After the second year, I have left in my German classes the translation to the students themselves. In studying such works as "Tasso" I expect the students to do the translating at home, with the exception of difficult passages which we translate in class, and

we spend most of our time in the school-room in discussing German thought in the German language. I ask questions in German to see whether the students have the right understanding of the author and only in case I see that they do not understand my question, will I use English for the discussion of the author and of the literary questions connected with him. I am thus freed from a very great burden by leaving the translation, on the whole, to the students, and by devoting the class-work to a discussion of the literature and the æsthetic side of the authors treated. Mr. BABBITT said that it is not well to comment again on the same point which has already been discussed. I wish our students were of the kind that would not render repetition necessary, but repetition *is* necessary very frequently. I call to mind here an incident that one of my colleagues told me on the occasion of his visiting a certain class. One of the students did not answer a question that was asked him and the teacher said, "I told you that six weeks ago." My colleague remarked, "you must not expect a student to know anything unless you have told it to him twenty times."

Mr. BABBITT said :—

I do not wish to be misunderstood. I said that when a student knows anything, it is time to stop talking about it. I do not wish to be understood as having this paper apply to any thing beyond the mere teaching of the language itself. I am speaking of the discipline which is to be derived from the teaching. My paper does not consider the matter in a literary or philological light.

Prof. FORTIER said :—

I could say many things on this subject, but I will only remark that I disagree with Mr. BABBITT in almost every thing that he has said.

Prof. JOYNES said :—

I am sorry that the discussion should close without a more explicit expression from those who, I know, are opposed to Mr. BABBITT's views. I agree with this paper on all important points and regard it as exceedingly valuable, certainly highly suggestive; and I take great pleasure in saying, with perhaps a little self gratification as I am, perhaps, the father of the Pedagogical Section of the Association, that I congratulate myself that this department has produced a paper so valuable and suggestive in my opinion as that to which we have just listened. I regret that some of my friends on the other side have not the time to express their own valuable views. I do not agree with Mr. BABBITT in his view concerning pronunciation. I think that should be stressed from the beginning, because French which is not pronounced as such is not French, and so in regard to other languages; and while there are many teachers who are not

qualified to teach and cannot possibly impart entirely accurate and perfect pronunciation in a foreign language, yet we never can reach the ideal. We are responsible for doing our best under all conditions, and I regard it as most important that we should insist upon the closest approximation to accuracy of pronunciation that can be possibly attained. That is one item in which the discipline of modern languages is better than that of the classic languages. In striving to reach an approximately exact pronunciation, the ear and the tongue are constantly undergoing a training which is of great value.

It is always with great regret that I hear modern languages spoken of as substitutes for the classic languages. I do not regard them from that point of view. I rather regard them as auxiliaries, and, as the Secretary of this convention said last night, we are not proposing to oppose any thing, but simply to develop something. But it is nevertheless true as a matter of fact, that many pupils in our colleges and universities who have not studied and will not study the classics are engaged in the study of the modern languages. In that sense we may regard the latter as substitutes for the classics. It is exceedingly important that we should divide the students of modern languages into different sections, in each of which different methods of teaching should be employed. They may be divided into two groups, one consisting of those who are studying modern languages as auxiliary and have already had preparation in the classics, and the other of those who are without that preparation and are studying French and German alone. These classes are very different and come with entirely different preparation, and should be taught separately. I have not myself the opportunity of dividing my students into such classes, but I hope I may have before very long.

On account of the limited time remaining before the close of the session, further discussion on this paper was declared out of order. Prof. F. R. BUTLER of the Woman's College, Baltimore, submitted a paper on

10. *Methodology of literary study for Collegiate Classes,*

of which a minor part only was read, much to the regret of many of the members who were especially interested in this subject.

Prof. BASKERVILL, as Chairman, then presented the report of the committee on nominations, recommending as officers for the ensuing year the same persons who had served for the previous year, with the following changes: Prof. E. S. JOYNES of South Carolina was made President of the Pedagogical Section in place of Prof. CHARLES E. FAY (Tufts College); Dean M. CAREY THOMAS of Bryn Mawr, a member of the Executive Council

instead of ROSALIE SÉE; Prof. F. C. WOODWARD of South Carolina, a member of the Executive Council in place of Prof. J. M. HART (Cornell University), and Profs. BASKERVILL and DEERING of Vanderbilt University, in place of Profs. CALVIN THOMAS (Univ. of Michigan), and P. B. MARCOU (Harvard), members of the Editorial Committee.—The report was adopted.

Prof. JOHN P. FRUIT, Chairman of the Committee on auditing the Treasurer's report stated on behalf of his committee that the papers and books of the Treasurer had been examined and found to be correct.—The report was accepted.

Prof. EDW. S. JOYNES, Chairman of the Committee appointed to prepare resolutions on the deaths of Rev. CLELAND KINLOCH NELSON, D.D., of Maryland, and Prof. JOHN G. R. MCELROY of the University of Pennsylvania, presented the following report which was adopted :—

Since the last annual meeting of the Association, we have to record the death of two of its members—one ripe in years and usefulness—the other in the flower of his age and the fullness of promise.

1. The Rev. CLELAND KINLOCH NELSON, D.D., a descendent of a Virginia family distinguished through many generations, was born in Albemarle Co., Va., in 1814. His life work was chiefly that of a minister of the Gospel in the Protestant Episcopal Church. At one time President of St. John's College, Md., he had continued in the work of teaching, after his resignation, until compelled by ill health to retire from active service a short time before his death. He was an ardent student, especially of the classical languages, and an able and successful teacher. His connection with this Association was due rather to his devotion to education and the advancement of knowledge in general, than to special study in modern languages. After a long and useful career, as preacher and as teacher, he leaves to us the memory of a blameless life and an honored name.

2. In the death of Prof. JOHN G. R. MCELROY, the Association loses one of its most active and devoted members, in the midst of his usefulness, and in full promise of still larger activity and distinction. Your Committee would adopt for record herewith the obituary published in *Mod. Lang. Notes*, for January, 1891, which, while it hardly admits of comparison, is only too short for this commemoration of so much ability and worth.

“Professor JOHN G. R. MCELROY, of the University of Pennsylvania, died on November 26, after a severe illness of several months. Professor MCELROY was born in Philadelphia in 1842, and was graduated from the University of Pennsylvania, with high honors, in 1862. Subsequently he went to Chicago, where he became an instructor in the High School of that city. In 1867 he was called to the University of Pennsylvania as Assistant Professor of Rhetoric and History; he was

transferred to the Adjunct Professorship of Greek in 1869, and in 1879 was elected Professor of Rhetoric and the English language.

The most important published work of Professor McELROY is a text-book, 'The Structure of English Prose,' which has been deservedly popular, being used at Cornell University, the University of Pennsylvania, the High Schools of the Dominion of Canada, and elsewhere. His 'Essentials of English Etymology' has also met with considerable favor. Prof. McELROY was a frequent contributor to *Shakesperiana*, the *Mod. Lang. Notes*, the *Philadelphia American*, the *Academy* (Boston), and other journals; his articles are invariably characterized by careful scholarship, originality of thought, and an admirable style. His more recent studies have been largely in Early and Middle English, and only last summer he was invited by Dr. FURNIVALL to undertake the "Variorum" Glossary of CHAUCER, which has so long been meditated by scholars, and for which Prof. McELROY had been gathering material for several years.

Prof. McELROY's professional life has been completely identified with the University of Pennsylvania, and his voice has ever been raised in behalf of her progress. The institution owes much to his active, conscientious and fearless performance of duty, and rarely has a teacher combined the qualities of a scholar and a gentleman in the exercise of so wholesome an influence upon the students under his care."

Prof. CHAS. H. GRANDGENT, Chairman of the committee on the time and place of the next Annual Convention, stated that his committee recommends Washington as the next place of meeting, it being a railroad centre and a city where other historical and literary societies would likely be in session and by reason of whose meetings the attendance upon the sessions of the MODERN LANGUAGE ASSOCIATION might be materially increased. As his committee did not understand that the time of the meeting had been left to them, they were not able to report on that point, but moved that this question be referred to the Executive Council.

Prof. KENT said:—

I desire to call the attention of the Association to the question of changing the time of the meeting from the Christmas to the summer holidays, just before the teachers would leave for their summer excursions to Europe and elsewhere. During Christmas the holidays in many colleges are very short and, on that account, many members of the Association are not able to attend its meetings; and again, there are other members who do not wish to spend their Christmas and New-Year holidays on the railroads and away from their families. I have, therefore, thought that the Association might with propriety discuss the advisability of changing the time of its meeting.

Prof. VAN DAELL said:—

If the time of the meeting is to be changed to the summer, I would vote for some other place than Washington which at that season is unhealthy.

Prof. JOYNES moved that both the time and the place of the next meeting be referred to the Executive Committee. The motion was carried.

Prof. GRANDGENT, Secretary of the Phonetic Section, then submitted the following report which was adopted :—

PHONETIC SECTION.

SECRETARY'S REPORT FOR 1890.

During August I sent circulars to eighty-six persons, nearly all members of the MOD. LANG. ASSOCIATION, calling for investigations of vowel-formations, for phonetic transcriptions, and for pecuniary aid. This circular was afterwards printed in the November number of *Modern Language Notes*. In answer to my request, I have received thirteen dollars and several scientific contributions. Two gentlemen have offered to measure their vowels: Dr. J. M. MANLY, who has a characteristic southern pronunciation, is, I hope, approaching the end of his task; Dr. R. HOCHDÖRFFER has just begun examining the vowels of his native German. Prof. J. P. FRUIT, of Kentucky, has given me a phonetic transcription of an 'Uncle Remus' story. Of American versions of paragraph thirty-eight of SWEET'S 'Elementarbuch des gesprochenen Englisch' I have as yet only two specimens, but expect soon to get more; when I have collected six or eight, I hope to be able to publish them. Mr. C. P. LEBON, of Boston, has promised me some notes on French phonetics.

In October I distributed five hundred copies of a second circular, sending them to all members of the MODERN LANGUAGE ASSOCIATION and the AMERICAN DIALECT SOCIETY. This sheet contained questions (reprinted in *Modern Language Notes* for December) on various points of American pronunciation. I received one hundred and eighty answers, which I have registered and tabulated with great care. They represent twenty-five of our States, Nova Scotia, England, and France. If I had obtained five hundred replies, instead of one hundred and eighty, my statistics would, of course, have been more trustworthy. As it is, some of the results are valuable in themselves, while others are interesting mainly as an indication of what might be done in this line. The figures show, among other things, that English "back" *v* (as in 'hut') is extremely rare in this country; that *o* (as in 'hot') is generally unrounded, except in New England; that *ê* (as in 'hurt') is usually round. I have added to my report a full account of this investigation.

The report of the treasury department is as follows:

RECEIVED.

One dollar from each of the following gentlemen: L. B. R. BRIGGS, M. J. DRENNAN, A. M. ELLIOTT, J. P. FRUIT, J. GEDDES, JR., C. H. GRANDGENT, C. E. HART, J. M. HART, R. HOCHDÖRFFER, C. P. LEBON, L. F. MOTT, E. S. SHELDON, E. SPANHOOFD..... \$13.00

EXPENDED.

Stationary.....	\$ 1.50
Printing.....	5.00
Stamps.....	6.50

\$13.00

C. H. GRANDGENT,
Secretary.

Prof. BASKERVILL announced the details of an excursion that would be made to "Belle Meade" farm during the afternoon.

Prof. ROBERT SHARP (Tulane University) offered the following resolution which was unánimously adopted:—

The MODERN LANGUAGE ASSOCIATION returns its hearty thanks to the faculty of Vanderbilt University and to the people of Nashville, for the kind hospitality and entertainment, which have made their stay entirely pleasant and memorable.

F. C. WOODWARD,
J. W. REDD,
ROBERT SHARP.

President FORTIER then declared the Eighth Annual Convention of the MODERN LANGUAGE ASSOCIATION adjourned, after making the following remarks:—

I desire to thank the Convention and its members for their kindness and courtesy to me as an individual and as presiding officer of this meeting. I trust that you may have the most pleasant recollection of this Convention, and I now take occasion to wish you all a very happy new year.

The Convention then adjourned, and partook of a second luncheon prepared in Wesley Hall, as on the previous day.

"On the afternoon of Wednesday, December 31, after the close of the regular sessions of the Convention, a large number of the members availed themselves of an excursion train especially provided for their accommodation, to accept General JACKSON's invitation to visit "Belle Meade," his finely appointed and widely famed stock-farm, situated a few miles from the city. After the inspection of the rare collection of thoroughbred stock, and of the deer-forest—in which several herds of deer were stampeded for the delectation of the visitors—the party was entertained by the General and his household at the old mansion,—one of the few examples of those planters' homes, so often alluded to in Dr. BASKERVILL's paper, which survive to remind us that with the civilization of which they formed the centres—whatever may have been its deficiencies—there passed out of the world a peculiar and irrecoverable social charm."—*Mod. Lang. Notes*, vol. vi, p. 71.